

21/1/18. 100/48

HOUSE OF EDUCATION.
AMBLESIDE.

Co-operation between
School and Home.

E.S.A., LONDON.

The Co-operation of School & Home

I am glad of an opportunity to bring before this Congress a few suggestions on the subject of the Co-operation of School & Home. The isolation of the school is calamitous. During the school life boys & girls are now in a separate sphere of thought, ^{distinct from} touching the home sphere only at such points as ~~the~~ ^{the} ~~marks~~ ^{marks}, ~~breakings-up~~ ^{When we consider that} & so on. Now the school is primarily a place where children acquire knowledge.

That the desire for knowledge is common to all of us. Men for it belongs to children the first alike; ^{and} what is more, the sorts of knowledge good & profitable for children are precisely those in which parents take a natural interest.

The school, in fact, has a double function, — to impart knowledge to the child & to keep alive in his home a certain intellectual stir. As a matter of fact, schools are kept going a good deal by means of examinations. Home life is dull because men is nothing

particular to think about. The head of school
~~should take into account that they have to deal not~~
~~only with the children but with their parents.~~ It was
 with them to raise the tone of public opinion
 not only in the next but in the present generation
 & if they fail in this, their scholars suffer. ^{either}
 home is too strong for school & any intellectual
 activity that has been aroused ceases with
 school-life, is, in fact, a mere episode. Or,
 supposing school to have known itself the
 stronger of the two forces, the young person finds
 himself cut off from his belongings with few
 common interests. ^{in common with his family}

Most evils are traceable to definite causes
 & probably the idea of developing the faculties of a
 child has launched the teaching profession on
 a rather sterilizing course of instruction. Anyone
 who knows a bright child knows that he has all
 his faculties in full play before they are
 deadened by bad teaching. So, too, has the

dull & slow child though his intellectual powers are
not of the same order. When we realise that knowledge
is food which the mind ^{how to deal} knows what to do with,
as well as does the body with its proper aliment,
we shall cease to depend upon oral teaching,
mental gymnastics will be for occasional
not general use.

A child can take in in half an hour
much more than the ablest teacher can teach off
his own bat' as it were ^{in the course of a week}. Children should get
their knowledge where we get it - ourselves - out
of books. We ^{receive} a certain mental titillation,
certain points of interest, no doubt, from lectures
but for the clear & definite understanding of a
subject, we go to the best book to be had on that
subject; children should be educated upon
books not upon oral traditions painfully
collected by their teachers. They are the true
Encyclopaedists, ~~to~~ demanding knowledge
of many subjects & for each subject they should

have a whole book or several books - the best
books in so far as they are of a literary
character & complete books in, ^{the} read all through
^(or part of chapter) chapter by chapter, each chapter, to be known as a
single reading. ~~It~~ Now here we get that

Bridge ^{which should} connecting School & home.
^{original} A child should collect about 300 volumes,
which he has read knows, during his school
career. Hardly any of these, ^{not} on the books he
has is a little ^{few} of 7, should be of a sort that
he will fail to turn over with interest at any
time of ~~the~~ his life. Therefore they are ^{such as} of a sort
to ~~which~~ his parents ~~will~~, while he is a boy,
~~he~~ read with interest & discuss with animation.

~~This is commonly said~~ Then we feel at once Co-operation
resting on the true intellectual basis between home
& school. The co-operation is more immediate
in the day than in the boarding school, but in the
latter case, too, the gradual growth of the
young scholar's library ^{will} be watched, with

very great interest. It is commonly supposed that
 parents won't buy books but, from perhaps
 unusually wide experience in this matter, I can
 say that it very seldom happens that a parent is
 unwilling to buy a ^{desirable book} necessary. That he does not care to
 buy of books that are of no early use or interest
 to anybody outside the schoolroom, ^{but} there need be
 but a negligible quantity.

Having made out his Curriculum for
 each class, with a scant or two of books, ^{according to the} ~~of the~~ ^{of the} class _____ which he
 permits the parents to buy ⁱⁿ during the holidays,
 that they may have an opportunity of looking
 at the books & delighting in them with their
 children (it is well to arrange that the People
 Shop shall supply all the books wanted),
 it seems to me that the teacher might yet
 do something more to secure intellectual
 cooperation between School & Home.

of day-
 school

He might invite the Parents, on one evening, of
 those of his scholars who were under 10 or 11, on
 another those under with children under 14 or 15,
 on a third, those of his elder pupils & run over
 two or three ^{the} ~~of their~~ ^{um} ~~curriculum~~ ^{their} with the parents, in
 each case, the children's books being at hand
 for reference. For instance, the parents of children
 of seven would like to hear a page from Patterson's
Smith's S. Matthews, from Mr. Brighten, from
 Mr. Fisher's First Ten Shrub, from Geography
 Book of a kind which makes the ~~hidden~~ regions
~~marked~~ ^{marked} on a map living pictures for the
 child. They will be entertained to hear an English
 or French ~~version~~ ^{version} of the Little Aeneid and which
lent to Jerusalem. ^{They will like to see reproductions}
 of the half-dressed pictures by Titian or Corot, or
 Rembrandt, which their child is to study that term;
 they will like to be reminded of the Pilgrims Progress
 & to hear a ^{page} ~~story~~ ^{from the} Heroes of the Quest.
 Mr. Trueman holds Tales from S. Pauls will be as
 interesting to the parents as to their boys & girls.

would
 indeed, ^{what is} the Island Story. A slight
 summary of the work to be done in the term can
 be illustrated ^{we read how it is} passage, would, I believe, be found of very
 great interest to parents; while as for the 'pacing',
 painting, writing, clay modelling, drill room, these
 things are as ^{invaluable} interesting to parents as to children.

The interest of the parents in the
 children's school-work should naturally increase
 as the children get older. Thus, for children of
 9 or 10, a passage from Plutarch's ^{Alexander} Cicero, with
 a little résumé of the whole, ^{might be read} from Thackeray's
Richard III; from Lytton's The best of the
Beacons; a telling passage from ^{their} Arnold's
^{history of England & of France} History of England & History of France
History of France, from ~~Book~~ ^{Mr. Fisher} Mr. Fisher
Buckle's Life of Peter the Great, from Mr. Holden's
little book on the service, from papers
on the British Museum, from a description
 of St. Paul's & Westminster, & so on, with in

each case a slight violation of the tenor
 work, or ^{few words in the} ~~short~~ handicap, picture, to be
 studied, drawing, singing, etc. to be accomplished
 by the children in the term, should tend to quicken
 the parents' special in the work of that particular child ^{dem. partic. the}
 now we come to what might be called the ^{term}

High School — boys & girls ranging from
 11 or 12 14 or 15
~~12 or 13 to 15 or 16~~ about 12 to 15 — where the
 books increase in interest. Novels are definitely
 studied for passage from Cousins might be
 read. Also one from Macaulay's Essay on Criticism,
^{French English}
 from History Books, from Page's Redgauntlet,
 from Paul et Virginie (with an outline of the
 story) Levon, from The Struggle to Conquer, and

from
 Professor Taylor's
 Lesson
 Flowers,
 the geography
 of study with
 illustration
 poems!

from Leads of the Mighty by Gilbert Parker. Then
 only mentioned books of general interest in
 each of these the scholars ~~might~~ read forty or fifty
 pages in the term.

Class IV, the Upper School, from 15-18,
 affords besides definite work in languages &
 mathematics much delightful reading, as in

Maurice's Prophets Kings the Ethics (Aristotle) Plato's
French's Past & Present, Emma, The School for Scandal,
Coleridge, The life of Queen Louisa of Prussia, The
Household of the Lafayette's, a period in French Shorter
History, Lord's Modern Europe, in de Tocqueville's
L'Ancien Régime, Secker's Expansion of England,
Sir Charles Villiers' France Britain, Lord Curzon's
Howers, Trist & Leary, Professor Ball's Standard,
Walter's (Wickman Chatman) the Oxford Book of French
Vene, Aus Meinen Leben Die Besten
Geschichte, Le mie Pignoni Horace's Odes
De Senectute, (The completion in the co-
relation of studies does
not appear in a list of books
than now tries Earnings of the kind with parents
but believe the idea will commend itself to
teachers. The book mentioned of is from the
curriculum for one term in a school which is
now doing its fifty-first term's work on these lines
with extremely cordial co-operation on the part
of parents. It

The terminal examinations which

an sent home to the parents; unconnected but
 reported upon, also tend to happy co-operation. I
 know of one large preparatory ^{day-} school (of about 60
 boys) where about half the little boys are two
 years to write steadily for the school-hours of a
 week ^(with intervals) ~~and~~ they delight in their examinations.
 The master has hit upon the happy device of asking
 mothers, school-boy brothers, forgeries, etc, to come
 write at each little fellow's dictation & still the
 wonder grows ^{in the school} & how one small head could carry all
 he knew. I have confined myself to the means
 of securing intellectual co-operation between
 parents & school. It will be seen that the whole
 question turns on the use of books, abundant,
 living, delightful books. ~~I speak~~

I speak from my experience of a very
 large number of boys & girls who during ~~seventeen~~
 seventeen years have marked on these lines what
 their school or pass on to other schools with many
 intellectual interests (though nothing of a
 considerable knowledge of nature, handicrafts room.

rather all the morning School. hours are open in study. There made no mention of mathematical disfranchised which are hardly literary. many books to be written of people.

One more point I should like to urge. This wide
Curriculum, based on books, affords in itself, perhaps,
the broadest & broadest moral training, ^{are proposed} ~~now~~ ^{because}
most of the books read yield something which
serves "for example of life instruction in
manners" but also because intellectual ^{enlighten} ~~enrich~~
is a fertile source of ~~strong~~ ^{strong} thinking & ~~turning~~
doing. ~~They~~

may I repeat that the kind of education I suggest (which is, of course, followed to some extent in all good schools) never fails to meet with a sympathetic response from parents. They find their children "such interesting companions" & many of the school studies are of a sort in which they can themselves participate. The books supply a channel for intellectual interests between the school & the home.

NB ^{my} ~~they~~ had by way of Wota Gene that
which seems a huge curriculum takes less time
than the curriculums of most schools. There is no
homework ~~set~~ except the children choose to
read one of the story-books set in the evening the
afternoon is devoted to field-work & handicrafts.

I had I go away, looking place
 there. On with his, & I must needs stay
 show me (as then showed them) my master's pen
 And send me forth to seek ^{for a} new dwelling

Little

Restless

By the

1. Exponent 9

That more?

2 p 14 pnc 44

2. Church books

1. Multitudes

S. pnc. 18 43-56

the Multitudes Song

be seeing

3. Church Books

2. Church books

S. pnc. 18 44-50 S. pnc. 18 51

4. Margaret's is

from the hill

S. pnc. 18 51

5. Church Books

6. Church Books

S. pnc. 18 51 S. pnc. 18 51

6. All of the Sons

7. All of the Sons

S. pnc. 18 51 S. pnc. 18 51

7. Fishers

Narrative's last

8. Authority of the Lord

9. All of the Sons

S. pnc. 18 51 S. pnc. 18 51

9. The Lord's

10. The Lord's

31-37

10. The Lord's

11. The Lord's

60-67

11. The Lord's

Covered

"

12. The Lord's

Heating at Capernaum

13. The Lord's

"

14. The Lord's

15. The Lord's

Miraculous Draught

16. The Lord's

The Lord's

17. The Lord's

The Lord's

18. The Lord's

The Lord's

19. The Lord's

The Lord's

20. The Lord's

The Lord's

21. The Lord's

The Lord's

24th June 1894

1894

Lyric

24/6/94

Book II

Part II

Indicated & defined

15 The Man hunted

16 The Disciple

17 Of the Father & the Son

18 Make us one! (The Disciple)

19 Of judgment committed to the Son

20 Of Life

XX Life ^{Disciple} ~~Disciple~~ (The Disciple)

XXI The Disciples, con. Denial of the Disciple

XXII In the Cornfields. (Picture - "Disciple walking")

XXIII Law (The Disciple)

XXIV Christ restores the lost sheep. (Picture - "Disciple")

XXV He shall not leave you any

XXVI Unrest (The Disciple)

XXVII Rest (The Disciple)

The College of the Apostles

Foundation & Institutes

- XXIV The Church of Christ
 XXV The Calling of the Twelve - Pictures?
 XXVI Sermon on the Mount
 XXVII Belief in the Power
 XXVIII Blessing of the Sick
 XXIX Blessing of the Children
 XXX IV